



## IMPORTANCE OF BLENDED LEARNING APPROACH (BLA) FOR STUDENT CENTRIC EDUCATION

**Rekha Nariwal, Ph. D.**

Associate Professor, Department of Education, Bhawanipur Education Society College 5,  
Elgin Road, Kolkata - 700 020

### Abstract

Education is the process of easing literacy and the enhancing the knowledge, chops, values, morals, beliefs, habits, and particular development for individualities. The present abstract paper is emphasis on the Blended Literacy conception, significance, and strategies of Blended Literacy in the tutoring and literacy process. Now a days our current education system emphasizes on scholars centric Tutoring- Literacy. The conventional schoolteacher centric tutoring literacy process emphasizing on memorization is generally espoused across length and breadth of Indian seminaries. Present paper concentrated the need to review education to include further creative thinking by trough Blended Learning. The paper also proposes the important aspects similar as colorful strategies and need grounded literacy in tutoring- literacy process for relinquishment of Blended Literacy approach in the classrooms, besides this it also outlines the literacy strategies and learning design needed for successful perpetration of Blended Literacy for pupil centric education. The present paper concentrated the Significance of Blended Literacy approach for pupil centric education with high objects are ( i) To know and understand the conception of Blended Learning Approach( BLA).( ii) To bandy the Significance of Blended Learning Approach( BLA) for pupil centric education.( iii) To illustrate the Part of Preceptors in enforcing the Blended Learning Approach( BLA). The methodology of the exploration is a different type involving an interpretive, discussion and study secondary sources, like books, papers, journals, thesis, university news, expert opinion, and websites, etc.

**Key Words:** Blended Learning, Role of Teacher, Student Centric Education



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### Introduction:

Education is a armament to ameliorate one's life. It is presumably the most important tool to change one's life. Effective education is a process where the schoolteacher, children and the seminaries involved and shared laboriously. Still, Education builds up the capability to explore new effects to enhance the creativity. Traditional tutoring approach lecture system generally espoused by preceptors in Indian seminaries involves content of the environment and rote memorization on the part of the scholars and doesn't involve scholars in creative thinking and participation in the creative part of conditioning.

The term "amalgamated literacy" was originally vague, encompassing a wide variety of technologies and pedagogical styles in varying combinations. Blended literacy is the term given to the educational practice of combining digital literacy tools with more traditional classroom face-to-face tutoring.

### **Education and Blended Learning:**

The most common approach to amalgamated education involves bedding face- to- face instruction with web- grounded ways and educational tools. Preceptors condense face- to- face instruction with parts of tone- paced web- grounded assignments (Rowe, 2000). Bonk, Olson, Wisner, & Orvis (2002) described a amalgamated instruction model where preceptors combine web- grounded and coetaneous online instruction with face- to- face instruction. Blended instruction, when enforced rightly allows transparent commerce among preceptors and learners engaged in a course of study (Draffan & Rainger, 2006). Blended education, also known as cold-blooded instruction has numerous delineations as it is enforced in multiple ways using a variety of models. The general agreement is that amalgamated education is an unformed term (Tucker, 2012) and is not easy to describe. Multiple authors who have written on amalgamated education have offered a variety of delineations. For case, Singh and Reed (2001) appertained to amalgamated education as instruction and literacy which involves a combination of online and offline learning, tone- paced and cooperative literacy, structured and unshaped literacy, custom content and off- the shelf content, and incipiently, as a combination of coetaneous and asynchronous formats. Smith (2001) defined amalgamated literacy as an educational system that uses a combination of distance education, technology (high- tech, similar as TV and the Internet or low- tech, similar as voice correspondence or conference calls) and traditional (or, stand- up) education. Lim, Morris, & Kupritz( 2006) also described amalgamated literacy as a literacy approach where different delivery modes are employed to maximize pupil success and to reduce cost. They described amalgamated literacy as a admixture of educator- led and pupil- centered conditioning supported by technology. Garrison and Vaughan (2008) classified amalgamated literacy as a careful combination of classroom face- to- face instruction with online literacy technologies. The introductory tenet of Garrison and Vaughan's description is that the integration of the different modes of delivery leads to a dynamic literacy experience. Lin (2008) defined amalgamated instruction as a combination of traditional face- to- face tutoring exercising innovative technologies like multimedia, streaming vids, web- conferencing, virtual office

hours and other web technologies. Also, Lim & Morris (2009) define amalgamated literacy as an intertwined system that uses strategically planned educational or non-instructional approaches to promote literacy. Eventually Snart (2010) addresses about the use of amalgamated literacy in academia as the type of learning commerce that is appertained to as cold-blooded instruction which denotes a combination of the effective aspects of online and face- to- face instruction. In short, amalgamated literacy refers to the delivery of a combination of different types of learning including - learning.

The new forthcoming trends in education changed the present script and espoused the amalgamated literacy approach which is moral and more focused on innovative conditioning and knowledge accession and thus, the academic results of the scholars of amalgamated literacy classrooms are better than traditional classrooms.

**Objectives of the Study:**

- (i) To know and understand the concept of Blended Learning Approach (BLA).
- (ii) To discuss the Importance of Blended Learning Approach (BLA) for student centric education.
- (iii) To illustrate the Role of Teachers in implementing the Blended Learning Approach (BLA).

Researcher, finalized the above objectives for the present Research and focused on Blended Learning Approach-

Blended Learning Approach (BLA) is the process that says learners creates and develop the construct knowledge rather than just passively take in information.

Blended literacy, also known as mongrel literacy, is an approach to education that combines online educational accoutrements and openings for commerce online with traditional place-grounded classroom styles.

**Blended Learning Approach for Student Centric Education:**

Blended Learning Approach( BLA) is an effective learner- centered and pupil-centered pedagogy strategy to develop independent and flexible scholars with tone- efficacy and perseverance to break problems at their own pace through using learners ' enjoy technologies, online communities, and instant messaging; supporting literacy at any place and at any time (Gyamfi, 2015).

### **Types of Blended Learning Approach:**

There are many different ways to approach this type of training. Let's look at some of the most habituated amalgamated literacy models.

#### **Flipped Model Approach:**

This amalgamated literacy model allows coaches to prioritize active literacy during class time, by giving learners the training accoutrements and donations before the factual class. The coach can simply partake the content via a literacy operation system (LMS), dispatch, or still training is delivered.

#### **Face- to- face Motorist Model Approach:**

This is the closest to a traditional classroom structure. Rather of the session taking place in a physical classroom, learners log into a webinar or meeting session, like a Zoom Meeting. The literacy happens online, with assignments being set latterly. This amalgamated literacy model is fluently delivered using an LMS. With one, you can deliver the training session and share assignments with learners before or after the session has taken place.

#### **Amended Virtual Approach:**

An volition to full- time online training that allows learners to complete the maturity of coursework online, and also attend webinars for face- to- face literacy sessions with an educator. Attendance is ad hoc and at the learners discretion, giving them the inflexibility to learn at their own pace.

Blended Literacy creates tone- motivated learners through the responsibility of sharing in a community that's interacting with the literacy accoutrements together, rather than counting on scholars completing schoolwork before they come to class.

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#### **Blended Learning makes Education more Accessible:**

With traditional tutoring styles, educational accoutrements were only available during classroom hours. Scholars may have been suitable to take their handbooks home with them, but they did not have a way to actually interact with or engage the material. With new literacy apps and other technological advances, they've further inflexibility to pierce and engage academia from home. This availability could restate to a much lesser interest in literacy and further successful issues.

#### **Scholars can pace themselves:**

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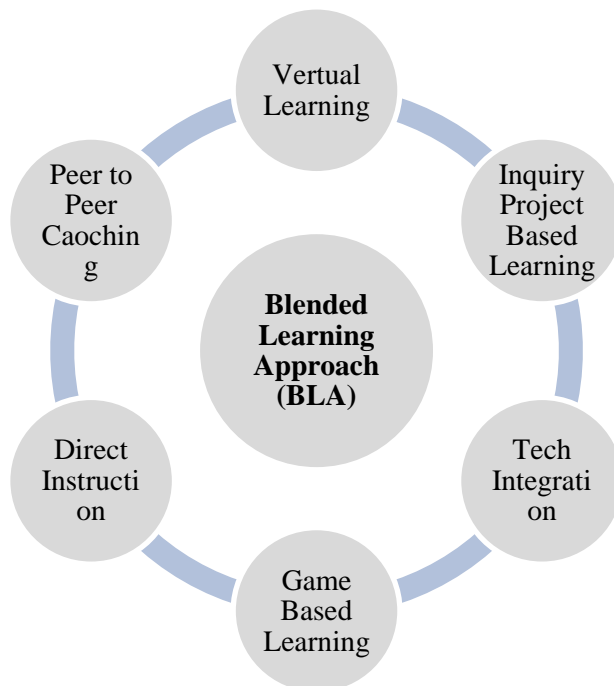
Blended literacy that uses apps, games, or measurable programs to educate generalities allows scholars to engage the material at their own pace. This helps to balance a classroom that contains both quick and slow learners. Every pupil can exercise and attack new material with timing that's perfect just for them. It can promote deeper literacy, reduce stress, and increase pupil satisfaction.

**Preceptors can come more engaged with their scholars:**

Blended literacy presents a raised occasion for scholars to connect with their professors and preceptors. They can connect via dispatch, through progress reports on the program, or on communication boards. This literacy style promotes a number of effective means for preceptors and scholars to come more engaged with one another. In the end, both parties can profit from this shift in the relationship. Preceptors can stay in touch with pupil progress, while scholars can ask further questions and gain deeper knowledge.

**BL system is further fun for everyone:**

Scholars used to dread the lengthy lectures and boring forums that comprised their academic day. Now, they find that literacy can be further fun which is extremely profitable to all involved parties. An entire generation of scholars who discover that amalgamated literacy can be delightful could shape the future of education. Scholars may be more apt to pursue advanced education if they've a positive experience with literacy in their constructive times. Fun should not be undervalued as one of the numerous benefits of amalgamated literacy.



There arises a need to borrow a new pedagogy which encourages the learner to construct a sense of her own tone, the development of her autonomy, alongside her progress within the group for interpersonal growth. BL is one similar approach where conditioning are proposed to scholars that are meaningful for them and the learner reflects, quests, uses her capacity for taking enterprise and for being creative. BL in which exertion supplements lecture, learners

are handed openings to construct their own understanding on the base of an commerce between what they formerly know.

**Role of Teacher in Blended Learning:**

Blended literacy shifts the schoolteacher's part from knowledge provider to trainer and tutor. This shift doesn't mean that preceptors play a unresistant or less important part in scholars' education. A schoolteacher isn't just a facilitator of knowledge but he/ she's also a tutor, a companion, a friend and a part model for the scholars. Whether it's on the online interactive platform or in a physical classroom, preceptors as instructors are trained to handle different emotional issues that scholars face.

Blended literacy provides an applicable balance between online instruction, which offers the interactive, tech- grounded literacy, personalized pacing, and sequestration that keep scholars continuously engaged and motivated, and schoolteacher- led instruction, which personalizes the literacy experience and adds the mortal rudiments of stimulant, compassion, and minding guidance that only preceptors can give.

Blended literacy shifts the schoolteacher's part from knowledge provider to trainer and tutor. This shift doesn't mean that preceptors play a unresistant or less important part in pupil's education. Quite the negative, with amalgamated literacy, preceptors can have an indeed more profound influence and effect on pupil's literacy. In the traditional model, the schoolteacher is the provider of knowledge. Blended Learning, on the other hand, positions the pupil as an active murderer of knowledge. So while scholars will spend further time learning at computers, they still need a great deal of guidance in learning how to learn. Below is a list of all the places the schoolteacher takes in the Blended Literacy classroom-

**Facilitator:** In the amalgamated literacy system, the part of the schoolteacher changes, and they move from being the ' Savant on the Stage ' to further of a ' Guide on the side '.

The schoolteacher's main part is to grease the gaining of knowledge and understanding of information.

**Coach and Tutor:** A schoolteacher needs to encourage scholars and celebrate their successes. Schoolteacher should also works with them one- on- one during pupil literacy time.

**Classroom Planners:** The amalgamated classroom requires a schoolteacher to conclude for long- term planning of class and instructions in advance. Class planning as well as educational strategies must be figured in advance indeed before the session starts. The class

design must feature essential erected- in coffers for accommodating discerned educational strategies as well as assistive rudiments, rather than changing the design latterly when similar a stoner may conclude for a course.

**Content Experts:** A amalgamated setting requires preceptors to master the art of content creation as well as happy application. Not only is it imperative for preceptors to transfigure the stretched- out literacy accoutrements in hastily, brief, and more engaging micro content, but also to render that content in different formats similar as videotape, tutorials, learning through doing, eBooks, online lectures, podcasts, and others, so as to capture the literacy style of different scholars in their classrooms.

**Collaboration:** Scholars should be helped in figuring out, how to make cooperative openings productive as well as guidance on using online collaboration programs.

Occasion for extension of learning Maybe the most important aspect of metacognitive literacy is a pupil's capability to question, cover, and explain his or her own literacy. The part of the schoolteacher then's immense — tutoring scholars to understand their own literacy and estimate their own confusion. Eventually, it's frequently the schoolteacher who helps scholars identify their challenges and successes — and set attainable, high pretensions.

Analyzer of pupil data to support educational opinions Technology makes it easier to collect and dissect immediate feedback and scores but only a schoolteacher can determine the coming stylish step for the class and each pupil.

**Conclusion:**

The imbibe of education needs to be shifted from placing content in scholars' centric knowledge structure. Pupil- centered literacy and learner- centered class are the philosophical and pedagogical foundations for flipped classrooms and amalgamated literacy. Parallels between the two are

- The focus on scholars constructing their own knowledge through experience
- Instruction grounded on learner needs
- The schoolteacher acting as a facilitator participating power with scholars

Scholars working collaboratively to apply their chops and knowledge to the task using cooperative exploration and support of scaffolded coffers that the schoolteacher provides while engaging in a growth mindset.

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